



## Magruder Elementary

1712 Chestnut Ave, Newport News, VA 23607

### Newport News City Public Schools

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#### Title I - School Wide Program

The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

#### 2013 - 2014 Summary of Accountability Results

State Accreditation Status	Federal Accountability	
Accredited with Warning	Title I Priority: No	Title I Focus: Yes

### State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students								
Subject	Accreditation Benchmark	2011 - 2012		2012 - 2013		2013 - 2014		
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	Met Accreditation Benchmark
English	75	79	83	78	80	66	74	NO
Mathematics	70	84	86	57	76	61	67	NO
History	70	87	89	79	84	75	80	YES
Science	70	84	86	78	83	71	77	YES
<p>Key: YES = Met objective based on current year results            AB = Met objective based on Alternative Benchmark            - = No data for group            * = Data not yet available</p> <p>3YR = Met objective based on the 3 year average result            NO = Did not meet objective            &lt; = A group below state definition for personally identifiable results            N/A = Not applicable</p>								

### Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. Schools that exceeded a passing rate target in the previous year must maintain or improve the previous year's passing rate within 5 percent. Asian students must show continuous improvement from one year to the next as part of the Board of Education's higher expectations. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2012-2013; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability						
	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	66	66	YES	64	62	3YR
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	52	52	YES	52	49	3YR
Gap Group 2 - Black Students	49	45	3YR	51	38	NO
Gap Group 3 - Hispanic Students	53	72	TS	56	63	TS
<p>Key: YES = Met objective based on the current year result            TS = Too small; objective not evaluated due to too few students            NO = Did not meet objective            - = No data for group            N/A = Not applicable</p> <p>3YR = Met objective based on the 3 year average result            R10 = Met objective by reducing failure rate by at least 10 percent            &lt; = A group below state definition for personally identifiable results            * = Data not yet available</p>						

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

## Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2013-2014	
	Reading	Mathematics
All Students	YES	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES	YES
Gap Group 2 - Black Students	YES	YES
Gap Group 3 - Hispanic Students	TS	TS
Asian	TS	TS
Economically Disadvantaged	YES	YES
Limited English Proficient	TS	TS
Students with Disabilities	YES	YES
White	YES	YES
Performance	2013-2014	
	Reading	Mathematics
All Students	YES	YES-3YR
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES	YES-3YR
Gap Group 2 - Black Students	YES-3YR	NO
Gap Group 3 - Hispanic Students	TS	TS
Asian	TS	TS
Economically Disadvantaged	YES	YES-3YR
Limited English Proficient	TS	TS
Students with Disabilities	YES	YES-R10
White	YES	YES
Federal Graduation Indicator (FGI)		2013-2014
All Students		-
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)		-
Gap Group 2 - Black Students		-
Gap Group 3 - Hispanic Students		-
Asian		-
Economically Disadvantaged		-
Limited English Proficient		-
Students with Disabilities		-
White		-
<p>Key: YES = Met objective</p> <p>YES-3YR = Met objective based on the 3 year average result</p> <p>YES-5YR = Met objective with 5-year FGI</p> <p>YES-6YR = Met objective with 6-year FGI</p> <p>YES-R10 = Met objective by reducing failure rate by at least 10 percent</p> <p>NO = Did not meet objective</p> <p>TS = Too small, objective not evaluated due to too few students</p> <p>MHE = Missed the "meet higher expectations requirement," did not maintain previous year's passing rate within 5 percent, or did not make continuous improvement (Asian subgroup only)</p> <p>* = Data not yet available</p> <p>- = No data for group</p> <p>N/A = Not applicable</p>		

## School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2010-2011	2011-2012	2012-2013
PK - Pre-kindergarten	-	16	17
KG - Kindergarten	113	178	197
01 - Grade 1	94	169	183
02 - Grade 2	99	155	153
Total Students	306	518	550
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

## Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2010-2011	Count / Percentage	
		2011-2012	2012-2013
	-	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

# Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2010-2011			2011-2012			2012-2013		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	School	80	99	1	81	100	0	66	100	0
	Division	82	100	0	82	100	0	64	100	0
	State	88	100	0	89	100	0	75	100	0
Black	School	70	98	2	67	100	0	45	100	0
	Division	78	100	0	77	100	0	56	100	0
	State	80	100	0	80	100	0	59	100	0
Hispanic	School	63	100	0	93	100	0	72	100	0
	Division	81	100	0	83	100	0	65	100	0
	State	84	100	0	84	100	0	65	100	0
White	School	94	100	0	94	100	0	84	100	0
	Division	90	100	0	91	100	0	79	100	0
	State	92	100	0	93	100	0	82	100	0
Asian	School	<	<	<	<	<	<	<	<	<
	Division	90	100	0	87	100	0	78	100	0
	State	94	100	0	95	100	0	87	100	0
Students with Disabilities	School	39	98	2	42	100	0	34	100	0
	Division	56	99	1	54	100	0	33	99	1
	State	67	99	1	66	99	1	43	99	1
Economically Disadvantaged	School	71	98	2	73	100	0	53	100	0
	Division	76	99	1	77	100	0	55	100	0
	State	80	100	0	81	100	0	59	100	0
Limited English Proficient	School	<	<	<	<	<	<	<	<	<
	Division	69	99	1	65	100	0	46	100	0
	State	79	100	0	80	100	0	54	100	0
Mathematics Performance										
All Students	School	85	99	1	58	100	0	62	100	0
	Division	82	99	1	57	99	1	59	99	1
	State	87	99	1	68	99	1	71	99	1
Black	School	75	98	2	40	100	0	38	100	0
	Division	77	99	1	47	99	1	50	99	1
	State	77	99	1	52	99	1	55	99	1
Hispanic	School	75	100	0	53	100	0	63	100	0
	Division	81	99	1	59	99	1	58	99	1
	State	83	99	1	61	99	1	64	99	1
White	School	97	100	0	72	100	0	83	99	1
	Division	89	99	1	72	99	1	73	99	1
	State	90	100	0	75	100	0	77	100	0
Asian	School	<	<	<	<	<	<	<	<	<
	Division	91	99	1	76	100	0	80	100	0
	State	95	100	0	87	100	0	88	100	0
Students with Disabilities	School	46	98	2	23	100	0	37	98	2
	Division	60	98	2	35	99	1	32	99	1
	State	66	99	1	40	99	1	41	99	1
Economically Disadvantaged	School	75	98	2	43	100	0	50	99	1
	Division	76	99	1	48	99	1	50	99	1
	State	78	99	1	54	99	1	57	99	1
Limited English Proficient	School	<	<	<	<	<	<	<	<	<
	Division	72	100	0	49	99	1	55	100	0
	State	82	100	0	59	99	1	59	99	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

## Percentage of Students Passing and Tested in Other Subjects

Only student subgroups represented are listed.

Student Subgroup	Type	2010-2011		2011-2012		2012-2013	
		Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	School	79	99	70	100	69	99
	Division	85	98	84	98	65	98
	State	89	97	89	97	76	97
Black	School	71	100	59	100	51	100
	Division	81	98	81	98	58	99
	State	82	97	82	97	61	98
Hispanic	School	<	100	<	100	<	100
	Division	84	95	83	95	63	95
	State	87	91	86	90	70	91
White	School	94	100	81	100	81	100
	Division	92	98	91	98	77	99
	State	92	99	92	99	82	99
Students with Disabilities	School	36	100	14	100	40	94
	Division	54	98	52	97	29	98
	State	62	96	61	95	41	95
Economically Disadvantaged	School	71	98	62	100	46	97
	Division	79	97	80	97	56	98
	State	81	96	81	95	61	95
History Performance							
All Students	School	88	99	79	99	77	100
	Division	80	99	77	99	78	99
	State	84	99	85	99	85	99
Black	School	74	97	61	100	58	100
	Division	74	99	70	99	72	99
	State	73	99	74	99	74	99
Hispanic	School	<	100	92	93	75	100
	Division	79	98	77	98	77	98
	State	77	96	79	95	79	95
White	School	97	100	94	100	94	100
	Division	90	99	87	99	89	99
	State	89	100	90	99	90	99
Asian	School	-	-	<	100	<	100
	Division	89	97	85	97	87	97
	State	93	97	94	97	94	98
Students with Disabilities	School	69	93	43	96	45	100
	Division	58	98	50	99	50	98
	State	61	98	61	98	60	98
Economically Disadvantaged	School	81	97	69	99	69	100
	Division	72	98	69	99	71	98
	State	72	98	74	98	74	98
Limited English Proficient	School	<	100	<	50	<	100
	Division	58	87	59	92	60	90
	State	73	92	75	91	72	89
Science Performance							
All Students	School	85	99	78	100	73	100
	Division	86	99	86	99	71	98
	State	90	99	91	99	81	99
Black	School	78	97	61	100	47	100
	Division	81	99	81	99	63	99
	State	81	99	82	99	65	99
Hispanic	School	63	100	<	100	67	100
	Division	84	98	85	99	71	98
	State	84	96	85	95	71	95
White	School	96	100	94	100	92	100
	Division	95	99	95	99	86	99
	State	94	100	95	100	88	99

Student Subgroup	Type	2010-2011		2011-2012		2012-2013	
		Passed	Tested	Passed	Tested	Passed	Tested
Asian	School	-	-	<	100	<	100
	Division	90	98	89	99	78	96
	State	95	98	95	98	90	98
Students with Disabilities	School	54	97	37	100	55	100
	Division	62	98	61	98	40	98
	State	70	98	70	98	51	98
Economically Disadvantaged	School	78	98	70	100	56	100
	Division	79	98	80	99	62	98
	State	82	98	83	98	67	97
Limited English Proficient	School	<	100	<	100	<	100
	Division	61	90	65	96	51	92
	State	78	92	79	91	61	90

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available

## Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2010-2011				2011-2012				2012-2013			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Key: < = A group below state definition for personally identifiable results													
- = No data for group													
* = Data not yet available													

## Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
	Type	2010-2011	Count 2011-2012	2012-2013
NOCTI Assessments	School	*	*	*
	Division	72	79	98
	State	4664	4250	4577
State Licensures	School	*	*	*
	Division	14	8	2
	State	880	707	673
Industry Certification	School	*	*	*
	Division	494	549	738
	State	28586	32582	39658
Workplace Readiness	School	*	*	*
	Division	161	225	227
	State	2589	13653	22127
Total Credentials Earned	School	*	*	*
	Division	741	861	1065
	State	36719	51192	67035
Students Earning One or More Credentials	School	*	*	*
	Division	616	686	936
	State	30613	42218	56904
CTE Completers	School	*	*	*
	Division	642	816	594
	State	41329	41677	40761
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available				



## Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

### Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2010-2011	2011-2012	2012-2013
<b>School</b>			
This school	0	0	0
<b>Division</b>			
All Schools	0	4	2
High Poverty	0	4	3
<b>State</b>			
All Schools	1	2	1
High Poverty	1	3	2
Low Poverty	0	1	1
Notes: - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

### Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2010-2011	2011-2012	2012-2013
<b>Division</b>			
Provisional	3	3	3
Provisional Special Education	1	1	1
<b>State</b>			
Provisional	4	4	5
Provisional Special Education	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

### Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2010-2011	2011-2012	2012-2013
<b>School</b>			
Bachelor's Degree	33	38	42
Master's Degree	63	59	58
Doctoral Degree	3	3	0
<b>Division</b>			
Bachelor's Degree	40	45	41
Master's Degree	58	53	56
Doctoral Degree	1	1	1
<b>State</b>			
Bachelor's Degree	41	41	41
Master's Degree	57	56	56
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

## School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2010-2011	2011-2012	2012-2013
Weapons Offenses	<	<	<
Offenses Against Student	<	<	<
Offenses Against Staff	<	<	<
Other Offenses Against Persons	20	27	47
Alcohol, Tobacco, and Other Drug Offenses	<	<	<
Property Offenses	<	<	<
Disorderly or Disruptive Behavior Offenses	<	19	24
Technology Offenses	<	<	<
All Other Offenses	<	<	<
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			